



# Hearts + Hands = Hugs

## Introduction

This learning expedition centers around three things:

- 1 The Driving Question**  
How can we reflect the love of God (give “hugs”) to nearby neighbors and those across the world?
- 2 The Deep Hope**  
Because we are made in HIS IMAGE, and deeply loved (heart) by our God, we can show his love (hands) to our neighbors nearby and across the world (hugs).
- 3 The Biblical Foundation Verse**  
1 John 4:19 (NIV) *“We love because he first loved us.”* (Supporting verse is Mark 12:30-31)

## Summary

This World Vision Ignite 6-lesson learning unit has been carefully crafted to build relationships between God, your students, and their World Vision sponsored friends. We pray you will enjoy inviting, nurturing, and empowering your kindergartners to live out their love for God in their everyday actions.

Foundational to Ignite, at every stage of learning, is understanding God’s love for all people and responding in love to our neighbors. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world: “Your kingdom come . . . on earth as it is in heaven” (Matthew 6:10, NIV). When we help students gain a deeper understanding of God’s love and empower them to act on it, they become ready to pursue a world that’s transformed and in right relationship.

It’s an honor, as educators and adults, to empower children and young people to take their place in God’s transformation story. It’s igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to re-write stories of injustice to justice, sorrow to joy, and brokenness to restoration.

These lessons were adapted from the Kindergarten Ignite 15-lesson curriculum. Further activities focused on this unit’s theme can be found here: [worldvision.org/ignite/curriculum-info/](https://worldvision.org/ignite/curriculum-info/).

**Lesson 1: Who is My Neighbor?**

30-40 min

1. Who is My Neighbor? (5 min)
2. "African Heartbeat" (15 min)
3. Sponsored Child Introduction (10-20 min)

**Lesson 2: God's Great Big Love**

30 min

1. God's Love for Me (5 min)
2. God's Good Idea (20 min)
3. Reflect on the Learning Targets (5 min)

**Lesson 3: God Loves Our World**

30-45 min

1. Motion the Words (5-10 min)
2. "God Loves our World" Fruit Salad (25-30 min)

**Lesson 4: Love Your Neighbor as Yourself**

55-70 min

1. Paths of Love (10-15 min)
2. Hands + Hearts = Hugs (5 min)
3. Hug Wheel (20 min)
4. Hug Idea Catcher (25 min)

**Lesson 5: Addressing the Broken**

30-40 min

1. Hugging Classmates (5 min)
2. "Ronnie Wilson's Gift" (10 min)
3. Understanding Poverty (10-15 min)
4. Hug Idea Catcher (5-10 min)

Continued ...



### Lesson 6: Understanding Brokenness



30-45 min

1. What is Broken (5 min)
2. Understanding Broken Paths (10-15 min)
3. Community Hug Challenge (10-15 min)
4. Let Your Light Shine (5-10 min)

## Overview of Kindergarten learning targets

LESSON	LEARNING TARGETS
<b>K.1.1</b>	I can develop a new understanding of the word "neighbor."
<b>K.1.2</b>	I can see that my sponsored child is my neighbor, despite location.
<b>K.2.1</b>	I can begin to articulate the deep hope (heart + hands = hugs) in my own words.
<b>K.2.2</b>	I can celebrate God's great big love for me and others around the world.
<b>K.3.1</b>	I can recognize that I am part of a big world full of different people.
<b>K.3.2</b>	I can acknowledge that God loves all people as much as He loves me.
<b>K.4.1</b>	I can imagine ways World Vision shows love (hugs) to my sponsored child.
<b>K.4.2</b>	I can more fully articulate the Deep Hope (hearts + hands = hugs).
<b>K.5.1</b>	I can begin to understand that poverty comes from broken relationships.
<b>K.5.2</b>	I can communicate ideas of how to hug my fellow classmates.
<b>K.6.1</b>	I can identify broken relationships in the world around me.
<b>K.6.2</b>	I can brainstorm ideas and commit to hugging people around me.



## Materials needed

### Lesson 3:

- ☐ Four different fruits, canned or fresh
- ☐ One of the following contrasting-colored small fruits such as blueberries, strawberries, or red grapes
- ☐ Vanilla yogurt
- ☐ Mini marshmallows
- ☐ Large bowl (preferably see-through)
- ☐ Large spoon (for mixing and serving)
- ☐ Cups or bowls and spoons for serving

### Lesson 4:

- ☐ Brad fasteners (one per student)
- ☐ Bandages (one per student)
- ☐ **Optional:** Stickers of food, water, and school supplies (one each per student)

### Lesson 5:

- ☐ Chart paper

### Lesson 6:


- ☐ Broken objects



## Books needed

- ☐ "African Heartbeat" by Barb Chisting
- ☐ "God's Very Good Idea" by Trillia Newbell
- ☐ "Ronnie Wilson's Gift" by Francis Chan



# Hearts + Hands = Hugs


LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Who is My Neighbor?</i>	 30-45 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can develop a new understanding of the word "neighbor."</u></li> <li>2. <u>I can see that my sponsored child is my neighbor, despite location.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Who is My Neighbor?</i>	 5-10 min	<input type="checkbox"/> "Kindergarten Song" video: <a href="https://youtube.com/watch?v=qTZqzGbsKbA">youtube.com/watch?v=qTZqzGbsKbA</a>
<ul style="list-style-type: none"> <li>• Introduce the song "Hey There, Neighbor."</li> <li>• Form a classroom circle and introduce the song by singing and showing the motions. Allow students to join along as they become comfortable. Enjoy the silliness of the song and repeat as desired, then come back together as a class.</li> <li>• Write "Who is my neighbor?" on the board and read for/with the students.</li> <li>• Ask the question "Who is your neighbor?" referring back to the song. Invite student responses and lead the discussion to wonder together about whether neighbors have to live/be nearby.</li> <li>• Tell students that today they will be learning about who God defines as our "neighbor."</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>"African Heartbeat"</i>	 15 min	<input type="checkbox"/> Heartbeat Sound video: <a href="https://youtube.com/watch?v=gJpT_wHZeF8">youtube.com/watch?v=gJpT_wHZeF8</a> <input type="checkbox"/> "African Heartbeat" by Barb Christing
<ul style="list-style-type: none"> <li>• Play the sound of a heartbeat. Let children guess the sound. Explain that the heartbeat sound will be part of the story they will hear. Practice saying "boom bitty boom bitty boom" a few times.</li> </ul>		

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- Show students the cover of the book “African Heartbeat.” Invite them to describe what they see on the cover. Begin reading the book together. Allow them to help with heartbeat sounds, adding the new sounds if desired.
- Stop at pages three and four to help students discover that page three is in the United States (where we are) and page four is in Africa. Take time to define “sponsor” as “a friend to a child who lives far away.” Allow students to recognize differences between the pages. Point out Katie and Neema before moving on.
- Continue reading, stopping as desired to expand on the story and notice pictures. When finished, lead a discussion including the following “wonder” statements and questions:
  1. “I wonder if Katie and Neema are neighbors. What do you think?”
  2. “Why do you think that?”
  3. “I wonder if God thinks they are neighbors. Is a neighbor different than who you thought it was before this discussion?”
  4. “I wonder if you could be a neighbor to someone far away. What do you think?”
- Lead students to understand that a neighbor does not have to live nearby. Rather, a neighbor is any person that God puts in your path.
- Ask students, “Why it is important to be a good neighbor?” Lead them to the unit verse, 1 John 4:9—“We love because He first loved us.”

ACTIVITY TITLE	TIME	RESOURCES
<i>Sponsored Child Introduction</i>	 10-20 min	<input type="checkbox"/> K.1.A Student material: Heart letter <input type="checkbox"/> K.1.B Teacher resource: Bulletin board visuals
<ul style="list-style-type: none"> <li>• Go back to page five in “African Heartbeat” to discover the first thing Katie did when she became Neema’s sponsored friend (she wrote a letter). Say, “Today we will be like Katie and write a letter to our sponsored child.”</li> <li>• Show the class a picture of their sponsored child by logging in to My World Vision (<a href="http://worldvision.org/my">worldvision.org/my</a>) with the email address and password provided by your Ignite partnership manager. Tell the class their sponsored child’s name and where they live. Point to where the country is on a globe or map of the world if you have one in your classroom and also point to where your school is located.</li> <li>• As a class, create a drawing for your sponsored child. On a piece of poster paper draw a big heart and add a title at the top that says, “We are neighbors.” Have each child trace their handprint inside the big heart and write their name inside their handprint. Sign the poster from your class. Then take a picture of your class holding the poster. You can add this picture as an attachment to a letter to your sponsored child on the My World Vision website (<a href="http://worldvision.org/my">worldvision.org/my</a>). You can also ask the class what questions they might want to ask their sponsored child in a letter.</li> </ul> <p><b>Before next time:</b></p> <p>Add the sample letter/poster (or a picture of the poster created for your sponsored child) to the bulletin board, as well as a picture of the cover of the book “African Heartbeat” and the expedition visual (K.1.B Teacher material). Include a picture of sponsored child(ren) and any letters received.</p>		



# Hearts + Hands = Hugs


LEARNING PLAN TITLE	CUMULATIVE TIME
<i>God's Great Big Love</i>	 30 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can begin to articulate the deep hope (heart + hands = hugs) in my own words.</u></li> <li>2. <u>I can celebrate God's great big love for me and others around the world.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>God's Love for Me</i>	 5 min	
<ul style="list-style-type: none"> <li>• Write the following on the board. "♥ = God's love for me"</li> <li>• Read the above to/with the students telling them that today they will learn more about how much God loves them.</li> <li>• Have students look around the room to find another "♥ = ____"</li> <li>• Lead students to wonder about why the heart and "=" sign are on the bulletin board.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>"God's Very Good Idea"</i>	 20 min	 "God's Very Good Idea" by Trillia Newbell
<ul style="list-style-type: none"> <li>• Refer to the bulletin board and ask "What picture reminds you of love?"</li> <li>• Continue wondering together, taking responses if desired, or just let students think. <ol style="list-style-type: none"> <li>1. "Who do you love?"</li> <li>2. "Who loves you?"</li> <li>3. "I wonder what this heart is for. What do you think?"</li> <li>4. "I wonder what the other pictures are for. What do you think?"</li> </ol> </li> </ul>		

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- Read together “God’s Very Good Idea,” stopping to wonder as follows:
  1. Pages 5, 6 (yellow page with faces)—After reading, repeat the final sentence and say, “I wonder what that means.”
  2. Pages 11, 12 (park with variety of people)—Recognize that all people are different, but have the same value because God loves them.
  3. Pages 13, 14 (park that is darkly colored)—“I wonder why this page looks so dark.”
  4. Pages 19, 20 (brightly colored with Jesus’ miracles)—“I wonder if Jesus still loves people. I wonder if Jesus loves you.”
  5. Page 24 (colored circles with examples of loving)—Examine pictures and wonder, “How does Jesus help us to love each other?”
  6. Page 30 (people sitting at table)—“Did you hear God’s very good idea?” Reread the phrase: “Lots of different people enjoying loving God and loving each other.” Invite the students to repeat the phrase aloud together.


ACTIVITY TITLE	TIME	RESOURCES
<i>Reflect on the Learning Targets</i>	 5 min	
<ul style="list-style-type: none"> <li>• Lead students to the realization that the heart on the board stands for love. Ask them to share some of the ways that God loves us and ways we can love other people.</li> <li>• Pray together, thanking God for His love for us and for our neighbors near and far.</li> </ul>		






# Hearts + Hands = Hugs

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>God Loves Our World</i>	 30-40 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can recognize that I am part of a big world full of different people.</u></li> <li>2. <u>I can acknowledge that God loves all people as much as He loves me.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Motion the Words</i>	 5-10 min	
<ul style="list-style-type: none"> <li>• Write the following on the board: "God loves our world." Read to/with the students. Ask students to help you think of an action for each word. For example: <ol style="list-style-type: none"> <li>1. "God"—Point up, sign language movement for God, etc.</li> <li>2. "Loves"—Make a heart shape with fingers, cross arms across chest, etc.</li> <li>3. "Our"—Point to everyone in the classroom, make a sweeping motion with arms, etc.</li> <li>4. "World"—Make a big circle motion to indicate world, sign language movement for world, etc.</li> </ol> </li> <li>• When students settle on which motions they want to use, have them practice them a few times to solidify the learning target.</li> </ul>		





ACTIVITY TITLE	TIME	RESOURCES
<p><i><b>"God Loves Our World"</b></i> <i><b>Fruit Salad</b></i></p>	 25-30 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Four different fruits, canned or fresh</li> <li><input type="checkbox"/> One of the following contrasting-colored small fruits such as blueberries, strawberries, or red grapes</li> <li><input type="checkbox"/> Vanilla yogurt</li> <li><input type="checkbox"/> Mini marshmallows</li> <li><input type="checkbox"/> Large bowl, preferably see-through</li> <li><input type="checkbox"/> Large spoon (for mixing and serving)</li> <li><input type="checkbox"/> Cups or bowls for serving</li> <li><input type="checkbox"/> Spoons</li> </ul>

- Before the learning plan, gather and prepare a variety of fruits to use in the salad. Canned fruit should be drained; fresh fruit should be cut into bite-sized pieces. With students watching and helping along the way (use volunteers to dump fruit, stir, hold bowl, etc.) make "God Loves Our World" fruit salad, discussing and wondering as you go.
  1. Using a large bowl, preferably see-through, dump in one kind of fruit saying, "Let's pretend the (pineapple) is everyone in our country, the United States of America."
  2. Say, "Now let's add all the people in our sponsored child's countries. They can be the (peaches)."
  3. Say, "Next, let's add everyone that others treat badly because of the way they look, how old they are, where they live, etc. Those people will be the (pears)."
  4. Say, "This last fruit can be all the other people in the other parts of the world."
  5. Mix up the fruit and notice together that the world is full of lots of people.
  6. Show the yogurt, saying, "Let's pretend God's love is this yogurt" (enjoy a giggle together over this!). Dump in the yogurt and stir slowly, letting the students see how God's love covers every part of the world, just like the yogurt covers every piece of fruit.
  7. Finally, talk about how God's love (heart) makes the world, and the fruit salad, really wonderful and delicious. Say, "But what if we added some ... (build some suspense here) MARSHMALLOWS!"
  8. Say, "The marshmallows represent our actions (hands) that show the world God's love. They bring sweetness (hugs) to the world and help to make it a better place."
  9. Remind students of the deep hope "Because we are made in HIS IMAGE, and deeply loved (heart) by our God, we can show His love (hands) to our neighbors nearby and across the world (hugs)."
- Distribute salad into small cups or bowls. Before students eat, drop one blueberry/strawberry/red grape into each bowl. Tell students that this fruit is them. They can stir it around to see how they come in contact with all the different types of fruit/people that God wants them to meet. These people, from different places all over the world, are their neighbors.
- While students eat:
  1. Show "We Believe in Children" ([youtube.com/watch?v=7WhksafGQ1Q](https://www.youtube.com/watch?v=7WhksafGQ1Q)).
  2. Ask students:
    - a. "Did you see love in that video? What can you tell me about it?"
    - b. "What are some ways that we see love in our own lives?"
  3. As students finish their snack and clean up, start a classroom conversation about the different people in their lives (near and far) that they can love.




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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Love Your Neighbor as Yourself</i>	 55-70 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can imagine ways World Vision shows love (hugs) to my sponsored child.</u></li> <li>2. <u>I can more fully articulate the Deep Hope (hearts + hands = hugs).</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Paths of Love</i>	 10-15 min	<input type="checkbox"/> K.4.A Student material: "Path of Love" cards (These visuals work best printed on cardstock, cut out, and laminated for durability.)
<ul style="list-style-type: none"> <li>• Post "Path of Love" visuals on the board with magnets or poster putty. Allow students to look over the visuals. Have them turn and talk with their partner about what they see.</li> <li>• Tell students these pictures show a "Path of Love" and encourage them to think about what that path might look like.</li> <li>• Have volunteers share their ideas by manipulating the pictures into a path.</li> <li>• Lead students to discover the path using the diagram and through these words which you'll read aloud to your class:               <ol style="list-style-type: none"> <li>1. "God loves us first."</li> <li>2. "We thank Him by loving Him back."</li> <li>3. "With His love in our hearts, we share His love with our neighbors near and far."</li> </ol> </li> </ul>		




ACTIVITY TITLE	TIME	RESOURCES
<i>Hands + Hearts = Hugs</i>	 10-15 min	<input type="checkbox"/> K.4.B Student material: Loving cards <input type="checkbox"/> Bible
<ul style="list-style-type: none"> <li>Open a Bible to Mark 12:30-31. Show highlighted words and read the following verses from the NIV version to the class:              “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.” ...              “Love your neighbor as yourself.” There is no commandment greater than these.”</li> <li>Wonder together, asking “What do you think?” as necessary if students don’t share their wonderings.               <ol style="list-style-type: none"> <li>“I wonder who said these words.”</li> <li>“I wonder if these words remind you of anything on our ‘Path of Love.’”</li> <li>“I wonder if YOU are somewhere on our ‘Path of Love.’”</li> </ol> </li> <li>Use the “loving” cards as follows:               <ol style="list-style-type: none"> <li>Post the “loving” card on one wall and the “not loving” card on another wall.</li> <li>Pass out picture cards, giving one to each student or pair of students.</li> <li>Ask students to place their pictures on the floor under the correct sign.</li> <li>Collect the cards under the “loving” sign.</li> </ol> </li> <li>Have students gather near the bulletin board. Review the “loving” cards by showing the card, describing the action, and posting the card near the yellow hands on the document panel.</li> <li>When all of the “loving” cards are posted near the hands, invite students to “think-pair-share” in response to the following prompt:               <ol style="list-style-type: none"> <li>“I wonder why the ‘loving’ cards are by the hands and not the heart.”</li> </ol> </li> <li>Lead students to understand that the hands represent the loving things that they do ... their actions. Say, “The heart represents God’s love, working through us. When we put God’s love and our actions together, we are ‘hugging’ the neighbors God puts in our path. Loving because He first loved us, just like our unit verse says in 1 John 4:19.”</li> <li>End the lesson by clearly defining “hug” to your students. Say: “We’re going to be talking a lot about hugs in the next few lessons. But this is a different kind of hug—it’s doing an act of kindness and sharing God’s love. It’s important to understand that it’s not the kind of hug where you wrap your arms around someone else physically, but it’s something you do that makes someone feel like they’ve been hugged!”</li> </ul>		






ACTIVITY TITLE	TIME	RESOURCES
<i>Hug Wheel</i>	 20 min	<input type="checkbox"/> "African Heartbeat" by Barb Christing <input type="checkbox"/> K.4.C Student material: Hug wheel <input type="checkbox"/> Brad fasteners: one per student <input type="checkbox"/> Bandage: one per student <input type="checkbox"/> Optional: stickers of food, water, and school supplies
<ul style="list-style-type: none"> <li>Walk with the children through a review of the story "African Heartbeat." Using the table on page 34, compare Neema's life before sponsorship and after sponsorship.</li> <li>Bring out the completed World Vision hug wheel and use it to show how God's love and World Vision's actions give hugs to our sponsored children.</li> <li>Model how to make a World Vision hug wheel:               <ol style="list-style-type: none"> <li>Cut out the wheels.</li> <li>Put a bandage on the health sections.</li> <li>Draw clean water, food, and school supplies on the other sections. Alternately, appropriate stickers can be used for any of the sections, if available.</li> <li>Put the wheel together with a brad fastener.</li> </ol> </li> <li>As students complete their wheels, encourage them to tell a partner about World Vision hugs using the wheel. Encourage students to share their wheel and their World Vision learning with their families at home.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Hug Idea Catcher and Brainstorming</i>	 15-20 min	<input type="checkbox"/> Chart paper
<ul style="list-style-type: none"> <li>Write "hugs" on top of a piece of chart paper, with columns for school, family, and community. Tell students that this paper is a hug idea catcher. Whenever the students have an idea about how to hug someone in one of the areas listed, that idea will go on the idea catcher.</li> <li>Divide the class into groups of four. Have each group sit together in a circle. Give them a few moments to brainstorm ideas to add to the idea catcher. (Pick up something that spilled, hold a door open, ask someone to play, use kind words ...) Circulate, comment, and redirect as necessary.</li> <li>Call students back to the discussion area and invite them to share their ideas.</li> <li>Capture the students' ideas on the chart paper as they are presented.</li> <li>While students are watching, post the idea catcher on the bulletin board. Tell them that the classroom will be adding many more hug ideas. Challenge them to fill the paper ... and maybe even fill a new one!</li> </ul> <p><i>As students generate ideas or "see" a hug throughout the school days, add the new hugs to the idea catcher. This could be an ongoing practice in the classroom.</i></p>		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Addressing the Broken</i>	 35-45 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can begin to understand that poverty comes from broken relationships.</u></li> <li>2. <u>I can communicate ideas of how to hug my fellow classmates.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Hugging Classmates</i>	 5 min	
<ul style="list-style-type: none"> <li>• Write the words “I can hug my classmates” on the board. Read to/with the students.</li> <li>• Have a volunteer circle the word “hug.” Give that child a side hug and don’t let go as he/she returns to their seat. Keep “over-hugging” a few moments before letting student go.</li> <li>• Giggle together about the fact that REALLY hugging everyone in the classroom all day would be very silly.</li> <li>• Invite a student to explain the deep hope visuals on the bulletin board. Ask for a volunteer to share what “giving a hug” means in this lesson. Conclude by reminding students: “God’s love plus our actions make people feel like they have been given a hug.”</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>“Ronnie Wilson’s Gift”</i>	 10-15 min	 “Ronnie Wilson’s Gift” by Francis Chan
<ul style="list-style-type: none"> <li>• Show the cover of “Ronnie Wilson’s Gift” by Francis Chan. Tell students to turn and talk to a partner about what they see on the cover.</li> <li>• Read and enjoy the story together, making sure to draw attention to the people Ronnie helped.</li> </ul>		

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- Have students connect with a partner to take turns answering the following questions. Ask students to share with the whole class at the end of each question.
  1. "Why did Ronnie want to give his baseball glove to Jesus?"
  2. "Who were some of the people that Ronnie helped?"
  3. "I wonder how the people felt when Ronnie helped them."
  4. "What 'present' did Ronnie give to Jesus?"

ACTIVITY TITLE	TIME	RESOURCES
<i>Understanding Poverty</i>	 15 min	
<ul style="list-style-type: none"> <li>• Write the word "poverty" on the board. Clap the syllables, notice the letters, and repeat a few times using different voices.</li> <li>• Scroll back through the pages of "Ronnie Wilson's Gift." Help children notice the faces of the people Ronnie helped. Encourage them to think about the following:               <ol style="list-style-type: none"> <li>1. "I wonder why these people look sad."</li> <li>2. "I wonder if Jesus wants His world to be this way."</li> </ol> </li> <li>• Lead students to understand that "poverty" happens when God's world is not the way he created it to be. Point out that poverty means that the "Path of Love" is broken. (If desired/needed, bring out the "Path of Love" visuals and go through the concept again.)</li> <li>• Keep in mind that broken relationships are the core of the poverty definition. Children will be building on this understanding as they grow with the Ignite story. Refrain from equating poverty with "being poor" or lacking material things.</li> <li>• Say, "Ronnie used God's love and his actions to hug people who were experiencing poverty. I wonder if we can do that too."</li> </ul> <p><b>Note:</b> Poverty is defined as "the surmountable human condition of deprivation and broken relationship which often threatens human survival and involves unacceptable human suffering, preventing people from fulfilling their God-given potential. Poverty is the result of broken relationships and exploitation by unjust systems, processes, and powers in the social, religious, economic, political, environmental, and spiritual domains at the local, national, regional, and global levels."</p>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Hug Idea Catcher</i>	 5-10 min	
<ul style="list-style-type: none"> <li>• Continue to brainstorm ways for students to hug the people around them on the hug idea catcher.</li> <li>• Lead students in writing a note or drawing a picture to give someone at school or at home to let them know that they are loved.</li> </ul>		




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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Understanding Brokenness</i>	 30-45 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can identify broken relationships in the world around me.</u></li> <li>2. <u>I can brainstorm ideas and commit to hugging people around me.</u></li> </ol>	



ACTIVITY TITLE	TIME	RESOURCES
<i>What is Broken?</i>	 5 min	<input type="checkbox"/> Broken objects
<ul style="list-style-type: none"> <li>• Write "What is broken?" on the board and read to/with the students. Invite students to define the word "broken" and record their responses.</li> <li>• Show a few examples of broken items: a pencil, toy, zipper, etc.</li> <li>• Ask, "Do these items work the way they are supposed to? Why or why not? How do you feel when something is broken?"</li> <li>• Say, "Today we are going to be investigators and discover what happens when the 'Path of Love' is broken in our school and in other relationships."</li> </ul>		





ACTIVITY TITLE	TIME	RESOURCES
<i>Understanding Broken Paths</i>	 10-15 min	<input type="checkbox"/> K.4.A Student material: "Path of Love" cards
<ul style="list-style-type: none"> <li>Bring out the "Path of Love" cards. Ask students to help arrange them on the board and invite them to describe the path again.</li> <li>Wonder together aloud what might happen if the path looked like this:               <div data-bbox="259 640 527 861" data-label="Diagram"> </div> </li> <li>Lead a discussion with the following prompts:               <ol style="list-style-type: none"> <li>"What is missing from the path?"</li> <li>"There are no arrows from us to God, nor from us to other people."</li> <li>"The path is broken when we are not loving toward God and not loving toward other people."</li> <li>"I wonder, how does a broken path make God feel? How does it make people feel?"</li> </ol> </li> <li>Reintroduce the word "poverty" from the previous learning plan, helping students understand that poverty comes from broken relationships with God and others.</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>Facilitate role playing by having students act out brokenness that can be found in your school. Focus on actions/problems that happen in the wider school, outside of the classroom. Do not have students act independently; rather, tell them what to say and/or do. They will take their cues from you as you lead.</li> <li>Possible scenarios to act out: pushing someone off a swing, cutting in line, fighting about who goes first, dropping litter on the playground, slamming a door in someone's face, taking something out of another's locker, etc.</li> <li>As the students role play, ask them to share their ideas about the brokenness they see at school. Discuss how each scenario might make people feel; how it might make God feel.</li> <li>As each scenario is acted out, brainstorm a "hug" that could improve the situation. Write these hugs on the hug idea catcher as you go along (or record them and add them to the idea catcher later).</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<i>Community Hug Challenge</i>	 10-15 min	<input type="checkbox"/> K.6.A Student material: Parent letter
<ul style="list-style-type: none"> <li>Let students know that a “community” is a group of people living in the same area or neighborhood working to help each other. We’ve already talked about how our sponsored friends are our neighbors, and that they are part of our global community, but we also want to hug the communities closer to where we live.</li> <li>Present students with a community hug challenge:               <ol style="list-style-type: none"> <li>Together with their parents, they are to “hug” someone in their community.</li> <li>The hug cards are to be given to the recipient before or after the hug.</li> <li>The child will explain what the hug card means to the recipient.</li> </ol> </li> <li>Tell students to color their cards carefully, paying close attention to the different colors for each portion. If desired, encourage them to notice that red mixed with yellow makes orange, the color of World Vision!</li> <li>Make sure they write their names on the back of the hug cards.</li> <li>As the students work, circulate and chat with them about who they think this hug will go to. Generate an air of excitement and anticipation.</li> <li>Laminate and cut out the cards.</li> <li>Send hug cards home with accompanying parent letter.</li> <li>In future days, be sure to check back with the students and celebrate how they hugged those in the community. Morning meeting or opening circle time would offer an excellent opportunity to do this.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Letting Your Light Shine</i>	 5-10 min	<input type="checkbox"/> “JJ Heller—This Little Light of Mine” video: <a href="https://youtube.com/watch?v=m8ezdfuZgT4">youtube.com/watch?v=m8ezdfuZgT4</a>
<ul style="list-style-type: none"> <li>Look at the “Hugs Idea Catcher” as a class. Check in to see if students have been doing some of the things suggested on their own. Remind them: “Sharing hugs with the people around us is a way of sharing God’s love with the world around us.”</li> <li>Show students the video: “JJ Heller—This Little Light of Mine”: <a href="https://youtube.com/watch?v=m8ezdfuZgT4">youtube.com/watch?v=m8ezdfuZgT4</a></li> <li>Ask students how they saw hugs/love being shared in the video. Encourage them to keep sharing hugs/love and provide opportunities in the coming weeks and months for them to tell the class about how they have been sharing God’s love through hugs and shining their light.</li> <li>Pray a prayer of blessing over the students and for the hugs they will continue to give the world around them, this year and in the years to come as they grow.</li> </ul>		